

JUNIOR HIGH SCHOOL CLEARING HOUSE

VOLUME II

JUNE, 1933

NUMBER 1

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News and Notes

Our Contributors

Published by Manager of Clearing House Vol. I.

Sioux City, Iowa

THE JUNIOR HIGH SCHOOL CLEARING HOUSE

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JUNE 1933

NUMBER 1

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JUNIOR HIGH SCHOOL
CLEARING HOUSE

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Sioux City, Iowa

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THE STANDARDIZATION AND ACCREDITING OF JUNIOR HIGH SCHOOLS

M. G. Clark

With the advent of the junior high school there has arisen the question of its standardization and accrediting. Naturally, since the junior high school includes the ninth year, it becomes a question whether certain standards ought not be set in order that entrance credits to colleges may be maintained.

Early in February, Mr. Frank B. Pickell of Cleveland, sent out a questionnaire to superintendents of schools and others having supervision of high schools. This questionnaire set out certain tentative standards and sought to determine whether junior high schools in general were meeting those tentative standards. The standards set, in a general way, were not at all too high, but they did raise the question whether the real mission of the junior high school would not be set aside by the entrance of the North Central Association of Colleges in setting standards.

There are some who maintain that the needs of the junior high arise from certain conditions within the community and that these conditions must be met by the junior high if it is to take a legitimate place in the educational development of our public school system. It is maintained by some that the junior high school is called into being to serve the needs of the common people as a part of the common school system. If this is true, its standards must be found in the common need of

the community in which it exists, rather than in certain super-imposed standards set up by a group of organized colleges.

It was in this spirit that the following letter was sent to Mr. Pickell in reply to his questionnaire:

February ninth,
Nineteen Twenty-three

Mr. Frank G. Pickell, Asst. Supt.,
Public Schools,
Cleveland, Ohio.

Dear Mr. Pickell:

I have upon my desk your questionnaire concerning the standardization and accrediting of junior high schools. I believe that this is a subject which needs to be approached with a great deal of care on the part of your committee. Aside from a few general statements which may be made to define the junior high school, I believe that it would be far better to keep hands off and let the junior high school really develop its own place in the educational world.

I am inclined to believe that the junior high school was organized in order to meet a community need and a child need. It was not organized to meet a college need and consequently the standard should be found in the community and not in college preparation. I am inclined to believe that the college should adjust itself to the needs of the high school and the high school to the needs of the junior high, rather than

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to ask the junior high to adjust itself to the high school and the high school to adjust itself to the college. I believe the time has come when we need to state definitely a few standards from the standpoint of the community. I believe the controlling principle of public education to be that the school in any community should serve the needs of the community first. I believe that the standard of any class of schools should vary somewhat, depending upon the nature of the community, the industrial life of the community and a hundred other things that one might readily bring into such an analysis. For instance, we expect, in Sioux City this coming year, to have four junior high schools in operation. We have three in operation at the present time. I would be untrue to the community in which the fourth junior high school is to be placed were I to demand of it the same standard that I demand of certain other localities in our city. I would also be untrue to those localities if I were to place their standard and their curriculum upon exactly the same basis that I would work out for our fourth junior high school. We must remember that the junior high school takes in the seventh and eighth grades—a part of our old common school system. We must not get away from the common school or the service which is expected from the people's school.

In general, I agree with the standards of your questionnaire. In fact, you have not set a standard that our schools do not fully meet. I disagree, however, in any authority outside of our community inserting a "shall" into

our junior high school organization.

I agree heartily with your definition of a standard junior high school and also with your definition of a standard six year school. I agree also with what you say concerning buildings and, in general with your standards of organization and administration of the school. There are, however, certain fundamental statements to which I could not subscribe and which I feel are not within the scope of general standardization.

From the standpoint of the preparation of teachers, I feel it would be a mistake to say that every class of academic study must be taught by a college-prepared teacher. We have seen normal-trained girls, for instance, who can teach a beginning algebra class even better than some college-trained teachers and, in the administration of a school, it may often occur that there will be one algebra class that could not be assigned to a college-trained teacher. It would be foolish to require the employment of another teacher for that one class in beginning algebra or even in beginning Latin. In fact some of the very best work that is being done in Latin in Sioux City today is not being done by a college graduate although we have many excellent college graduates in our Latin department.

In other words, there must be a flexibility in the application of such standards. In our case we get better organization, and better teaching and maintain a better standard by requiring *that a minimum of one-third of the teachers of the junior high school be*

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graduates of a two-year course of a state normal school or a school of equal rank. In fact, over 40 percent are college trained. This gives flexibility to the organization of the school and, at the same time, maintains and increases the scholastic standards of the school.

From the standpoint of the teaching load, I do not fully agree with the standards you develop. There is no reason why teachers should not approach their work in the same way in which the business man approaches his work. It would be no more foolish to say that a business man should do but a certain number of business transactions per day than it is to put an absolutely hard and fast standard upon the number of classes which a teacher shall meet. My criticism of your teaching load is from the standpoint of administration and from the standpoint of the economic handling of a school *without over-loading a teacher*. I note you would allow 210 pupils assigned to a teacher per day. I would rather cut that to 180 and increase the number of possible class assignments. At the present time, when we are struggling to maintain as high a teachers' salary schedule as possible, we must not make it appear, to the public, that we are trying to establish a class of clock-watching teachers.

From the standpoint of the program of studies, I do not believe we are ready to say exactly what the program shall or shall not be. I believe that junior high schools have yet to find their field. No committee is as yet qualified to state what that field is. A Cleveland man can't say what Iowa or North Dakota or Nebraska or Kansas ought to do.

Neither can a Kansas man say what the Cleveland schools ought to do. Consequently, I cannot agree entirely with your curriculum standard, although I find that we are handling largely the same material which you have classified as appropriate subjects. That, however, is accidental and not the result of a standard.

My greatest quarrel with you is in your statement that instruction shall be completely departmentalized. If there is any one thing that will make a high school out of a junior high school and formalize its work, it will be complete departmentalization of junior high schools. Complete departmentalization ignores the original call for a junior high school. It brings the old eighth grade gulf back to the sixth and makes it deeper and wider than before. We will need a new schedule to break this gulf. In our junior high schools we are requiring that each of our teachers *shall teach two subjects, meeting the same group of pupils in each of those subjects. She also has that same group of pupils in what we call their "home room."* Consequently, she gets to know her group quite thoroughly and feels a definite responsibility for them. This is a bit of freedom from departmental machinery that I believe to be for the general welfare of the children of the junior high school. To me this is the essential characterization of the junior high school that makes it the middle school—neither grade nor high. In other words, if junior high schools are to be completely departmentalized, I would prefer to swing back to the old grade system. May I insert here, that

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there is more dry rot in our high schools, due to the over-departmentalization of high school work, than any other one cause. Complete departmentalization anywhere below the college tends to narrowness and to a general, dried-up condition of mind, after a teacher has been handling her subject for a period of from eight to twenty years.

I agree with what you say about flexibility of promotion. But a flexible promotion will not work out with a completely departmentalized group of teachers.

I think we need to be very careful about the social activities in the junior

high school. One of the troubles of the senior high school is over-socialization. The junior high school should take care of junior orchestras, choruses, affairs of that sort. Such activities should always be held during the day and never at evening sessions. The place of the junior high school child at night is at home in the care and chaperonage of his parents.

The junior high school movement is from below up. Let us not stultify it by the setting of college standards.

Very truly yours,

M. G. Clark

Superintendent

THE JUNIOR HIGH SCHOOL BUILDING

E. E. Lewis

ESSENTIALS OF A BUILDING PROGRAM. In most communities, a junior high school is merely one building in the entire building program. Therefore, in planning a junior high school building one must make sure that such plans fit into the larger and more comprehensive school-building program. Usually, in outlining a comprehensive city-wide school-building program, seven questions must be answered.

1. What is the nature of the city?
2. How does the nature of the city affect its educational policy?
3. What is the present condition of the school plant?
4. What is the ultimate school plant needed by a stated time, 1930, 1935, 1940?

5. What are the immediate needs?
6. In what order shall each need be met until the ultimate school plant needed at a stated time is completed?
7. How may such a building program be financed?

CHARACTER OF CITY. The first consideration is the character of the city. In other words, for what type of city are the schools to be provided? Is the community growing or standing still? What are its probable limits of growth? What is the trend or direction of its growth? How rapidly are the upper grades (7-12) growing? In what ways is the development of the city affected by commercial and industrial enterprises? What is the trade area of the city? Is the city largely residential? To what extent is the

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population foreign born? Are private and parochial schools popular? The answers to these and many other questions concerning the character of the city, furnish the educator with much valuable information which he should consider in establishing an educational program for the community.

EDUCATIONAL POLICY. The second consideration, and a basic factor in a comprehensive building program, is the adoption, officially or unofficially, by the Board of Education of an educational policy covering both organization and instruction. Under organization, a community must decide whether it will continue to follow the traditional 8-4 policy, or whether it will depart from this and adopt the 6-6 plan, the 6-3-3 plan, or some modification of them. Consideration should also be given to the work-study-plan or platoon plan of organization, familiarly known as the Gary System.

Under educational policy, the Board must likewise consider, with the advice of its officers, the program of studies that shall be offered in a proposed building. This is particularly important before building a junior or a senior high school. *A building should be planned to fit the educational program.* The educational program should not be restricted or hampered by having to adapt itself to the peculiar ideas of some architect, board member, or faction of a community. Unfortunately, many school officials are incapable of formulating an educational policy, and, therefore, it is not surprising that architects disregarded many of the scattered and unorganized recommendations that such superintendents

make. It is a duty of a superintendent not only to know his educational policy, and to be able to sell it to an architect and to a Board of Education.

One of the first questions that will have to be answered is: For what educational activities shall the architect provide? Surely, the architect is not the one to decide this question! Yet, in many instances, he is a better authority than the superintendent. For several years the Board of Education of Detroit has maintained an architectural research division. It is the duty of architects thus employed to study school buildings in all parts of the country and to project such buildings in their particular cities as will make it possible for the educational officers to carry out the educational program effectively and economically.

In answering the question: What activities shall be included in a junior high school? the recommendations of the educational department of Detroit will be found helpful.

EDUCATIONAL POLICY FOR JUNIOR HIGH SCHOOLS IN DETROIT. Anderson points out that in many high schools certain rooms are seriously over-crowded while others are only slightly used. In a certain high school, cited by him, the class rooms were used to 85 percent of their capacity while study halls were used only 18 percent. In the same building, no space at all was provided for music or the military department. On the other hand, so much space was provided for science that physics rooms were used to only 21 percent of their capacity and chemistry to only 44 percent. Anderson does not blame the architects for

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this defect of the building. Architecturally, the building is perfect, but educationally, it is an atrocity. Anderson blames educational authorities for failing to give the architects a statement of their requirements.

To see that such things do not happen in the future in Detroit, a committee representing the superintendent's office was instructed to furnish the architects with educational specifications for the different schools. Two junior high schools, the Barbour and Hutchins are cited by them as examples of junior high schools in which the educational program was first determined and then the building planned and erected to accomodate the program. The following table surveys the distribution of space in the Barbour intermediate or junior high school, Detroit.

Instructional	No.	Size	Capacity
Class Rooms	26	22'x26'	35
Gen. Sc. Labs.	3	22'x35'	35
Music Rooms	2	22'x26'	35
Bookkeeping	2	22'x35'	35
Typewriting	1	22'x26'	35
Art	2	22'x40'	35
Sewing	3	22'x48'	35
Model Flat	1		
Cooking	3	22'x35'	24
Mech. Drawing	2	22'x35'	35
Wood Shop	1	22'x52'	24
Print Shop	1	22'x24'	20
Adv. Mach. Shop	1	22'x52'	24
El. Mach. Shop	1	22'x35'	24
Electric Shop	1	22'x43'	35
General Shop	1	22'x46'	35

Auto Shop	1	22'x52'	35
Gymnasia	2	50'x80'	105
Corrective Gyms	2	16'x45'	35
Swimming Pools	2	25'x40'	35
Play Courts	2	44'x50'	70
Tutoring Rooms	4	17'x22'	24
Home Science	1	22'x26'	24
Summary of the Number of Special			

Non-Instructional Rooms

Toilets	18
Offices (adm., etc.)	15
Janitor's Rooms	5
Cafeteria	1
Boy Scouts	1
Community	2
Locker Rooms (gym)	6
Medical Clinic	1
Shower Bath Rooms	2
Conference and Consultation	4
Auditorium	1
Heating and Power Unit	1

The Barbour Intermediate School was erected to accomodate 1800 boys and girls. The school day consists of six sixty-minute periods with an hour for lunch. Each period provides both the recitation and study activities under the teacher who gives instruction in the subject. The building is an open-type, *E* shaped building, thus providing excellent natural light to all rooms. Class rooms are located on both sides of the corridors, lighting is unilateral, with the exception of certain corner rooms intended for open-air class rooms. The building is built on a grade level, nothing under ground. There are no wardrobes, but built-in lockers flush with the wall are provided. Toilets are conveniently located on each floor. Proper heating and ventilating mechanisms have been provided to insure healthfulness. The health

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training facilities consist of two gymnasias, two covered playcourses two swimming pools, shower baths, and a medical suite. The health facilities make it possible for every one of the 1800 children to take an hour daily for exercise and shower baths. The entire educational program was carefully worked out, and estimates of the number of pupils who would take each course were prepared before any steps were taken to plan the building.

If as careful planning can be made for every junior high school building before it is constructed, the educational program of the junior high school will be greatly advanced. The same careful planning is necessary in remodeling disused high schools and old grade school buildings into junior high school plants. However, in a community where an extensive plant has been built up without careful planning, it is difficult to make any changes.

WIDER USE OF SCHOOL PLANT. Another question that must be determined while the building is being planned is the extent to which the building will be used out-of-school hours and also the kinds of usages to which it will be put. Unless the facilities that are most commonly used out-of-school hours are properly located, it will be difficult to administer the cost of maintenance. There is a growing group of schoolmen who are attempting to build school buildings so that they can be used by the community. Unfortunately, many of our school plants are unattractive and extremely inconvenient for the use of adults. The important problems are:

1. The location of the entrances and

exits to special rooms so that they may be used without using the rest of the building.

2. Heating, lighting, and ventilating these rooms, if possible, without having to heat, light, and ventilate the balance of the building. This will cost a little more, but it is decidedly worthwhile from the point of view of annual upkeep and ease of administration.

SIZE OF THE JUNIOR HIGH SCHOOL BUILDING. Kingsley says: "Contrary to the opinion frequently held, a very large high school can be administered not only economically but also effectively, provided that the school board does not practice false economy by failing to furnish the principal with the assistance which he needs for the discharge of his administrative and supervisory duties. It is seldom possible for a principal to come into close personal contact with every pupil in a school of even 500. Moreover, one man cannot, unaided, devote adequate attention simultaneously to all the varied duties involved in the administration and supervision of even a medium-sized school. The best administration, therefore, involves the delegation of important duties. With the recognition of this truth, the arguments for a school of restricted size largely disappear."

The contributing area for a junior high school should, in most cases, be smaller than that for a senior high school. For rural areas the Vermont plan is to be recommended. According to this plan, many smaller towns maintain four-year junior high school containing grades of 7, 8, 9, and 10, and a few centrally located, large towns br

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cities maintain six-year high schools containing grades 7 to 12. The four-year junior high schools are thus contributory to the central six-year high schools. By this plan the younger pupils are not exposed to the temptations and inconveniences of travel, while the older pupils who are more mature and better able to look out for themselves have the advantages of the more varied curriculums and the more elaborate equipment furnished by the larger high schools.

In large cities having two or more senior high school districts, a better co-ordination can be worked out between junior and senior high schools in one or more junior high school districts lie wholly within a given senior high school district.

Donovan suggests that junior high schools should be the centers of circles having radii of one and one-quarter miles, the perimeters of these circles should be approximately the line of location of the outer boundary of the outer boundary of the elementary school zone. In turn, the elementary schools should be situated within the junior high school areas not farther apart than one mile, in other words, their location should be the centers of circles whose radii are one-half to three-fourths of a mile.

Such careful zone planning will prevent the needless duplication of a number of departments in the elementary and junior high schools. An elementary school containing grades one to eight needs a complete plant including a number of special rooms. The special rooms are necessary almost entirely on account of the older pupils in

the school. The preponderance of attendance is, however, in the lower grades. This results in something that no wise business man would tolerate, namely, the larger and more expensive parts of the plant are used only part time and by the minority of the pupils.

Taking the 7th and 8th grades away from a four to six adjacent elementary schools and housing them in a junior high school together with the first grade of the high school is economical from the viewpoint of building, and from the view-point of full use of the school plant. One junior high school accomodating approximately 1200 pupils will provide for about 500 graduates yearly from the nearby elementary schools whose combined enrollment would be from 3500 to 4000 pupils.

After determining the contributing area, an estimate should be made as to the probable number of junior high school pupils who will be supplied by that area within the next few years. The following factors should be taken into consideration:

(a) The probable increase in the population of that area.

(b) The probable drawing and retentive power of the new school on account of:

(1) Attractive power of new curriculums and activities that the new building will make possible.

(2) Attractive power of the new building itself.

(3) Retentative power of improved methods of instruction.

(c) The probable changes in compulsory school laws such as the raising of the compulsory school age.

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Seldom do school boards make sufficient allowance for these increases. As a result new buildings are generally overcrowded soon after their erection. In many communities the high school attendance is rapidly approaching the total number of pupils of high school age living in the contributing area. There is little doubt that the time is not far distant when the compulsory school age will be raised, first to sixteen, and finally to eighteen.

ULTIMATE SCHOOL PLANT. The third consideration in a comprehensive building program, is the planning of the ultimate school plant. Two things determine the size of a school plant. One is the distance the children must travel to get to school. This is rather easily established. Certain cities have adopted a policy with reference to the distribution of school buildings, used the following standards of distance, which pupils of different ages may be expected to walk to school:

"Elementary schools—desirable distance not more than three-fourths of a mile, maximum distance not more than one mile.

Intermediate schools—desirable distance not more than one mile, maximum distance not more than one and one-half miles.

High schools—desirable distance not more than one and one-half miles, maximum distance not more than two miles."

The distances recommended for Oakland will probably be found ample for most communities. They are somewhat arbitrarily established and, therefore, may be modified to meet the particular needs of the community. Apparently

a junior high school of an ideal size is one large enough to take care of all the children within the standard distance. Sparsity and density of population, both for the present and the future, must be considered.

The second group of factors, determining the ideal size of a junior high school, are administrative in character. The ideal junior high school should be large enough so that any additional enrollment will not materially decrease (1) the original cost of construction, (2) the annual upkeep and over-head, or (3) the annual cost of administration. Unfortunately, no one seems to know how large a building must be to meet these conditions. Consequently the opinions of different people, based upon their own experiences, will probably continue to determine the size of most junior high schools. The size will not be determined scientifically. Packer says: "Recent investigations show that an elementary school (grades 1-6) is neither educationally nor economically efficient from the point of view of cost to operate, with less than approximately 850 pupils. Still better use may be affected both educationally and economically if these units are not less than approximately 1200. A junior or senior high school enrolling less than approximately 1000 is costly and does not permit of as large an opportunity for adjustment to the individual needs of children." Packer's statement should not be construed as discouraging junior high schools in small communities. Hundreds of committees have developed little four- or eight-room ward schools

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where present day economy and efficiency, if strictly observed, would dictate the erection of one large central building of 16, 20, 24, up to 48 rooms. Lawrence, Kansas, for example, has seven elementary schools in an area of less than three square miles, and with a population of approximately 1200. The writer is of the opinion, after a careful survey of the city, that the same children could be better educated, and at less cost, in four large elementary schools, or even less.

It is also important to so design the building that it can be added to at any time without destroying its architectural unity, or affecting the efficiency with which it can be administered. Class rooms, and especially new types of class rooms, should not be built rigid, i. e., in such a manner that they can not be economically rebuilt ten years later, and adapted to some other type of activity. This means flexibility of class room as well as flexibility of the building itself. This is not a difficult problem for the architect to solve. By putting heat, light, water, gas, and other service mains in corridor partitions, rather than in the partitions, between rooms, the architect will make it possible to extend or contract the size of class rooms at minimum cost. The new Theodore Roosevelt Junior High school at Rockford, Ill., costing \$750,000 is a splendid illustration of this principle. This point is important. In a certain high school in St. Louis, built in 1908, 40 percent of the space was specially constructed for the teaching of science. Today less than 20 percent of the space is used for science instruction. Today,

commercial instruction occupies as much space as was originally planned for science.

The same thing is true about junior high schools that are being built today. No one knows just what types of activities may be desired in such buildings twenty years in the future. If rooms, shops, laboratories, and other special features are built rigid, it will not be possible to properly adapt the space, without considerable cost, to these newer activities as they appear.

Finally, one must carefully study the trend of growth in different parts of the city. Smaller communities do not entirely escape this necessity. Englehardt suggests the following data, which, when it is possible to collect it, will be helpful in determining trends of population in regard to educational expansion in the future; (1) the number of voters by wards, (1) the number of dwelling permits issued; (3) the present and proposed factories; (4) extension lines planned by telephone companies; (5) the amount of desirable territory still available for homes; (6) the increase in elementary school children in the different sections; (7) the growth of the city in land additions; (8) the prospective street railway extensions; (9) changes in types of dwelling houses, such as single dwellings to apartments; (10) changes in the racial make-up of the population; (11) future plans for water and sewer service; (12) the program for street paving, boulevarding and park extensions; and (13) the natural social barriers affecting the trend of population, such as rivers, flood plains, hills, gullies, and racial and economic strata in society.

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IMMEDIATE SCHOOL BUILDING NEEDS. The fourth consideration in the building program, is the determination of the minimum requirements which must be immediately carried out in order to meet the most urgent needs of the situation. For this purpose a careful school building survey will be found invaluable. Score cards have been devised to measure, in an objective manner, the elements which make up a satisfactory school plant. The Strayer-Englehardt score card is one of the best of these. According to this score card, one thousand points are distributed into five sections: site, 125 points; placement, gross and internal structure of the building, 165 points; eight essential service systems, namely heating and ventilating, fire, cleaning, artificial lighting, electric, water, toilets and mechanical service, 280 points; regular class rooms, 290 points; and special rooms, 40 points. The score card contains 87 different items grouped under about five headings. To each of the 87 items is assigned, in as scientific a manner as possible, the proportional weight which that item should have out of 1000 points.

The superintendent will find it valuable to make graphic charts showing the actual score that the school buildings in his community receive when judged in this objective manner. These charts should be so made that they can be hung in the School Board office, or used by the superintendent and others in presenting the conditions to the people.

The immediate needs should be systematically outlined and grouped under two or three headings. Under the first heading, group all of the defects that can be remedied by the janitors or repairmen or others in the regular employ of the Board. Under the second heading, group all of those that can be remedied by small contracts easily within the Board's means. Under the third heading, group all of those that involve considerable time and expense for their correction. The Board of Education usually welcomes such carefully laid out plans for improving the school plant. Furthermore, scoring of the school buildings in this objective manner, builds up, in the mind of the Board and in the public opinion of the community standards of school house construction that cannot help but result in the improving of facilities in the future.

PROBABLE COST OF SCHOOL BUILDING PROGRAM. The fifth factor to be considered in a comprehensive school building program is the question of cost. Space does not permit a full consideration of this subject. For one of the best treatments of the entire problem, the reader is referred to Engelhardt's *"School Building Program for Cities"*.

Space does not permit a discussion of the sixth and seventh points. They are very essential. However, the main purpose of this article is to impress the reader with the necessity of adapting the junior high school building to the educational program. Subsequent articles will deal with the last two points.

DEPARTURES FROM THE 8-4 PLAN OF ORGANIZATION

J. B. Edmonson

The following report shows the extent to which school systems of the North Central Association of Colleges and Secondary Schools have departed from the 8-4 plan of school organization. The data were secured through a questionnaire issued in February, 1923, to 1,160 North Central Schools. The tables are based on the first 877 questionnaires returned.

Present Situation

It is evident from the returns that the Junior High School movement has affected the organization of more than half the school systems whose high schools are accredited by the North Central Association. Table 1 gives the figures.

Table 1

Numbers and Percentages of the School Systems in the North Central Association Organized Under Each of the Enumerated Plans

	Percent	
	Total	of
	Number	Total
Systems organized		
on the 8-4 plan	376	42.8
on the 6-2-4 plan	229	42.8
on the 6-3-3 plan	138	15.6
on the 6-6 plan	57	6.4
on the 6-4-2 plan	4	.4
on the 7-5 plan	22	2.5
on the 7-2-3 plan	5	.6
on the 5-3-4 plan	34	2.8
on the 7-1-4 plan	5	.6
on the other plans	7	.8
Number of questionnaires		
Number of school systems		

sent Feb. 1, 19231,160
reporting by Mar. 5 ... 877 75.6

Comments on Table 1

Of the 877 school systems reported in Table 1, 501, or 57 percent have departed from the traditional 8-4 plan and have adopted some of the features of the Junior High School. In 1917-18, Professor C. O. Davis made a similar study and found that 25 percent of the accredited schools of the Association had departed to some extent from the 8-4 plan of school organization and had taken steps to develop a six-year high school system. Therefore, in the course of five years there has been an increase in the reorganization movement of 32 percent.

Furthermore, of the 501 school systems reporting some form of a Junior High, 229, or 45.7 percent, are on the 6-2-4 plan; 138, or 27.5 percent, are on the 6-6 plan; 34, or 7 percent, are on the 6-3-3 plan; 57, or 11.3 percent, are on the 5-3-4 plan; and 22, or 4 percent, are on the 7-5 plan. It is interesting to compare these results with the study made by Professor C. O. Davis in 1917-18.

Professor Davis found 45 percent of the Junior High Schools included the 7th and 8th grades and were on the 6-2-4 plan, 30 percent were on the 6-6-3 plan, 6 percent on the 6-6 plan, 7.5 percent on the 5-3-4 plan. These percentages are almost identical with those based on Table 1, but as will be shown later in the report there are in-

indications that the 6-3-3 plan will be detail the extent to which the individual states have departed from the 8-4 plan of school organization.

Table II

Number and Percentage of the School Systems in the Various States of the North Central Association Having Each of the Enumerated Types of School Organization														
State	No. Sch.	8-4		6-3-3		6-2-4		6-6		6-4-2		7-5		Misc.
		Rep.	No.	No.	%	No.	%	No.	%	No.	%	No.	%	
Arizona	16	6	37	2	12	4	24	1	6	..	..	1	6	..
Colorado	26	6	30	7	26	7	26	..	..	..	..	2	8	..
Illinois	111	76	69	3	3	22	19	..	..	1	1	..	..	..
Indiana	70	19	27	9	12	29	41	5	7	2	3	2	3	..
Iowa	65	22	33	9	14	27	41	1	1	..	..	2	3	..
Kansas	61	14	23	16	26	19	31	7	11	..	..	1	2	..
Michigan	87	31	35	16	18	23	26	12	13	..	..	6	7	..
Minnesota	49	18	36	14	28	13	26	1	2	..	..	1	2	..
Missouri	34	14	41	6	17	7	20	1	3	..	..	3	9	..
Montana	15	9	60	..	..	5	33	1	7	..	..	..	..	..
Nebraska	54	27	50	4	7	9	17	4	7	..	..	1	2	..
New Mexico	9	2	22	1	11	2	22	2	22	..	..	1	11	..
North Dakota	38	21	55	7	19	5	13	4	11	..	..	..	..	..
Ohio	109	57	52	18	16	22	20	7	6	1	1	..	..	..
Oklahoma	38	3	8	9	23	15	39	6	15	..	..	3	8	..
South Dakota	25	11	44	2	8	12	48	..	..	..	..	..	..	..
Wisconsin	60	55	58	15	25	4	6	4	6
Wyoming	10	3	30	4	4	1	10
Totals	877	376	138	229	57	4	22	5	34	5	7

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Comments on Table II

As indicated by the above table some states reported less than one-third of their school systems on the 8-4 plan. Illinois is an exception. Almost 70 percent of the school systems in Illinois are organized on the 8-4 plan. This is due to a school law which permits the establishment of Township four year High Schools making the 6-3 organization almost impossible. There is, however, a movement towards the establishment of Junior High Schools within the state as is indicated by the fact that 19 percent of the systems were organized on the 6-2-4 plan, 5 percent on the 5-3-4 plan and 4 percent on the 7-1-4 plan. Some systems have indicated that they have departmental work in the upper two grades but are organized under the 8-4 plan.

Proposed Changes

Of the 372 systems at present on the 8-4 plan, 141, or 36 percent, have definite intentions of departing from the 8-4 plan. Some of these will make the change next year and others will reorganize in the near future. When the number planning to depart from the 8-4 plan is added to the 501 systems that have already departed from it, it gives a total of 642, or 73.2 percent of the entire number reporting and leaves but 26.8 percent on the traditional 8-4 plan.

Of those proposing a change from the 8-4 plan, (and a few proposing a change from other plans), 142 systems plan definitely to include the 7, 8, and 9th grades in the intermediate school and reorganize under the 6-3-3 plan. If this number is added to the number already organized under the 6-3-3 plan

there will be 280 systems, or 32 percent of those reporting, organized on the 6-3-3 plan. Only 23 systems that propose to change from the 8-4 plan are planning to include solely the 7th and 8th grades in their intermediate school and to organize on the 6-2-4 basis. If all these proposed changes go into effect, it is evident the percentage of schools on the 8-4 plan will be greatly reduced, and the greatest number of school systems within the Association territory will be organized on the 6-3-3 plan. The 6-2-4 plan will probably have the next largest percentage, and the reports seem to indicate that the 8-4 plan will rank about third in importance within a few years.

Of the 141 school systems proposing to change from the 8-4 plan, 16, or about 81 percent, report that they will have separate buildings for their intermediate grades, while only 31 systems, or 19 percent, proposed to change without planning to have separate buildings.

Miscellaneous Information

As to the name used, 362 school systems, or 74.1 percent of the systems organized with intermediate schools call their intermediate schools by the name "Junior High School;" 20 systems, or 4 percent, use the name "Intermediate School;" and 104 systems, or 21.3 percent of the school systems organized on plans other than that of the 8-4 plan use the name "Department School" for the intermediate grades.

In the 18 states of the Association 223 systems, or approximately 44.5 percent, report all their Junior High Schools housed in separate buildings, 229 school systems, or approximately

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45.7 percent, report that their intermediate grades are not housed in separate buildings; and 11 systems, or 2 percent, report that part of their junior high schools are housed separately. Of the systems reporting Junior High Schools, 33, or 7 percent did not answer question as to housing.

The reports show that there are 700

intermediate schools among the 877 systems reporting. This number is more or less inaccurate, due to an apparent difference in opinion as to what constitutes an intermediate school and also due to a misunderstanding on the part of many principals as to the meaning of the questionnaire at this point.

RELATIONSHIP OF THE GRADE SCHOOL TO THE JUNIOR HIGH SCHOOL

H. J. Ludgate

Much has been said and written for and against the junior high school pointing out what would be the result schools were to be changed from the 8-4 to the 6-3-3 plan. It is the writer's purpose to set down a few of his experiences and observations as principal of a Sioux City graded school.

One of the outstanding results of the junior high school movement has been the opportunity for exploration to discover the needs and the ability of the adolescent child. Equally interesting is the exploration of the preadolescent child after his older brother or sister has gone to the junior high school. Under the 8-4 plan the intermediate grades were the "No Mans Land" of our schools. The 4-5-6 grades were submerged and unless a boy or girl were a genius little was known of his capability. But with the new distribution, as though touched with a magic wand, we find him blossoming out to accept the responsibility his brothers left and we therefore find the whole intermediate department spurred on with a new purpose in the realization that they were preparing to go on to a new and larger

experience in the junior high school not in the dim distant future but within a short year or two. Under the new distribution, it being to gather the 7-8 grades from several schools, the supervisor of the intermediate grades is able to study their reactions in their new environment and go back to the intermediate grade teachers with a very definite and practical plan of suggested improvements in the teaching technique.

Just as the junior high school is able to offer an enriched program especially fitted to the need and interest of the adolescent child, so the grade school administrator is now able to shape his course to fit the need of the grade school pupil. Until the new distribution had been made, who would have imagined that pupils in the 4-5-6 grades were capable of such activities as a boys' glee club of 50 voices, of school orchestras in units of 10 to 20, of debating clubs, of garden, poultry and radio clubs. During the winter, these organizations have been called on to entertain in the school assemblies, entertainments, at the department stores and even at civic banquets. In assemblies,

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each class is called on in turn to take complete charge of the exercises. This gives them an opportunity for training in public speaking. The pupils who take music lessons have an opportunity to play before the school and thus gain self control and confidence in public appearance.

Other activities taken over by the grade children are self direction of lines through their monitors, safety direction through their organized fire guards, and the conducting of the primary children across dangerous street crossings at dismissal. We have found the grade child capable of absorbing the rudiments of parliamentary order so that civic clubs and organized debating are entered into with enthusiasm. It can be readily realized that all of the above activities tend to prepare the pupil for the broader activities of the junior high school and through this early mastery much time is saved for the junior high school teachers, who are able to send on a better equipped youngster to the senior high school.

No phase of the problem offers richer opportunity to the grade school administrator than the direction of the out of school activities which experience has proven are especially suitable for the grade school child. Under the old distribution this opportunity was lost largely because the administrator was naturally not as interested in the activities of the intermediate department because of the more mature ability of the 7-8 grade pupil. But as soon as these grades were taken away the intermediate grade ability could then be pitted against ability at the same stage

of development in the different parts of the city. Consequently we have the grade school playground ball schedule in the fall, followed by a basketball schedule which is completed before Christmas, thus giving the boy who goes on to the junior high school an opportunity to represent the school on the teams. After Christmas another championship race gets under way and when spring rolls around another baseball tournament followed by the city track meets keeps the youngsters busy. In addition to the above, kite and lantern materials are sold at the school and the weeks before the city lantern parade or the kite contest, are intensely busy ones both in the home and the school. This spring additional activities were attempted in top spinning, marble shooting, stilt walking and roller skate racing. Such activities are, we believe, especially fitted for the grade youngster and if we can judge by our results, are well chosen. In recent contests we find a fourth grade boy defeating his fifth and sixth grade companions in the school declamatory contest; a fifth grade youngster in another school making the prize winning lantern, a second grader defeating all comers in the dashes and a third grade Chinese girl winning the city prize in design and workmanship in kite construction. In conclusion, we believe the separating of the 7-8 grades from the grade school has vitalized the interest of the teacher and pupil, and we believe the child leaving the Sioux City grade schools to enter the junior high school goes with the confidence and development equal to that of at least the 7th grade pupil of the old 8-4 plan.

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WHAT JUNIOR HIGH SCHOOLS ARE TEACHING

C. O. Davis

Being curious to know just what instruction typical cities are today providing in the junior high school, the writer recently analyzed the programs of study of twelve cities. The following tables show what he found:

Table I

Seventh grade perscriptions and electives in the junior high schools in twelve cities.

	Berkeley	Grand Rapids	Kalamazoo	Jackson	Menominee	Cleveland	Davenport	Detroit	Buffalo	St. Louis	Pasadena	Duluth	Average for all	The mode
English	5	5	5	8	5	7½	5	4½	5	5	5	5	5.4	5
Math	5	5	5	5	-	5	-	4	-	5	5	5	3.7	5
Social														
Studies	5	2½	3	3½	2½	4	2½	5	2	5	2½	2½	3.3	2½
Geography	5	2½	3	3½	2½	5	2½	-	3	-	2½	2½	2.7	2½
General														
Science	-	-	3	-	-	-	-	2½	2	2½	-	-	0.8	0
Physiology	-	-	-	-	-	-	1	-	-	-	-	-	0.0	0
Physical Tr.														2 or
and health	5	2	3	2	4	3	4	5	5	2½	5	2	3.5	5
Practical														4 or
Arts	5	4	-	2	5	4	3	5	5	2½	-	2	3.1	5
Penman-														
ship	5	1	2	-	-	-	4	-	-	-	-	2	1.1	0
Music	5	2	-	1	1	1	4	1	2	1½	-	2	1.7	2
Drawing														
and Art	5	2	-	2	-	2	2	1	2	1	-	2	1.6	2
Electives														
	1	2	3	4	5	5	7	8	9	10	11	12		

1. None.
2. None.
3. Elect 3 hrs. Carpentry 2, Cooking 2, Music 1, Drawing 1.
4. Elect Latin 5, French 5, Span. 5, Printing 2, Sewing 2, Agri. & Gardening 2, Penmanship.
5. Mathematics 5.
6. None in 7B; 5 or 6 hrs. in 7A.
7. None.
8. None.
9. None.
10. None.
11. Eleven subjects (Elect one)
12. Latin or French

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Table II

Eighth grade prescriptions and electives in the general course in (curriculum) in the Junior High Schools in twelve cities

	Berkeley	Grand Rapids	Kalamazoo	Jackson	Menominee	Cleveland	Davenport	Detroit	Buffalo	St. Louis	Pasadena	Duluth	Average for all	The mode
English	5	5	5	8	5	5	6	4	5	5	5	5	5.2	5
Math.	5	5	4	5	-	5	5	2½	-	5	-	5	3.4	5
Social Studies	5	5	5	2½	5	4	5	5	5	5	5	5	4.7	5
General Science	-	-	-	-	-	-	2	2	2	5	-	-	0.9	0
Physical Training and health	5	2	3	4	4	3	4	5	5	2	5	2	3.7	3 or 4
Practical Arts	5	4	-	-	5	4	3	2	5	2	-	2	2.7	2 or 5
Music	5	2	1	-	1	1	4	1	2	2	-	2	1.8	1 or 2
Drawing	5	-	1	-	-	-	2	-	-	2	-	2	1.0	0
Art	-	2	-	-	-	2	-	1	2	2	-	-	0.3	0
Penmanship	-	1	2	-	-	-	-	-	-	-	-	-	-	-
Vocations	-	-	-	-	-	1	-	-	-	-	-	-	0.0	0
Library	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Activities	-	-	-	-	-	-	-	-	2	-	-	-	0.0	0
Auditorium	-	-	-	-	-	-	-	2	2	-	-	-	0.3	0
Foreign Language	-	-	-	-	-	-	-	5	-	5	-	-	0.8	0
Electives	-	-	-	-	-	-	-	-	-	-	-	-	-	-

1 2 3 4 5 6 7 8 9 10 11 12

1. Eight subjects.
2. 4 or 5 hours; Bus Arith. Latin Mech. Drawing; French; Chorus or Orchestra
3. 7 or 8 hours.
4. 7-10 hours.
5. General Science 5, Mathematics 5, Com. Work 5.
6. 5 or 6 hours.
7. None.
8. By Curricula.
9. 4 hours.
10. None.
11. 14 subjects.
12. French or Latin.

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Consideration of Tables I and II discloses the following general practices:

In Seventh Grade

1. English is pursued daily in all schools and in two schools oftener than once daily.
2. Mathematics is left optional in 3 schools.
3. Social studies (history and civics) average 3.3 times per week.
4. Geography is found in all schools but 2.
5. General science is found in 4 schools.
6. Physical training and health are required two days per week in 4 schools, three days per week in 2 schools, four days per week in 2 schools, and daily in four schools.
7. Practical arts are prescribed for

every pupil except in 2 schools but the amount varies from two to five periods per week.

8. Music and art are found in all but two schools.

In Eighth Grade

1. English is offered four times per week in one school, five times in 9 schools and more than five times in 2 schools.
2. Mathematics is found in all but three schools and five times per week in all but 5 schools.
3. Social studies are found in all schools, four or five times per week, except in Jackson.
4. General science is found in 4 schools.
5. Physical training and health are found in all schools.

ORGANIZING THE JUNIOR HIGH SCHOOL

S. O. Rorem

School organization has as a purpose the simplifying of routine and detail on behalf of enlarging effort to make the children independent working units of the active organism. Even at the risk of being considered trite or dogmatic, let it be stated here there is no excuse by which the child can justly be omitted in organization and no way in which organization can separate itself from the activities of the child.

The perpetrator of organization is sometimes an imitator of all that he has read, heard, and seen. Rarely does he start out with his task ahead of him, with his own experiences behind him, and decide from the local

circumstances to stand or fall according to the needs and solutions of the specific situation. More frequently he searches books and friends in his line, for the answer to his problem. The result is an answer that fits satisfactorily somewhere, usually elsewhere, but, only by the rare coincidence of accident, fits the present case without variation.

The organizer of a Junior High School need not hope to perfect his machinery without inquiry and study; rather, after making such investigation of information, curriculum, construction, tests and the like, he must permit all non-essentials to drop aside, and cling tenaciously to what suits his

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need. There are as many varieties, or should be, of organization as there are of situations. Every difference in size, scope, purpose, location, and status calls for a difference in the organism.

When he has chosen the essentials suitable for the need of his locality, he has specified only the lines and letters as if they were the lines and letters which appear on an architectural blue print. But there is a long distance between the blue print and the livable home. Many educators have proceeded, too, as if they thought that the four walls and a roof are the completed structure: an apartment house type of educational choice. If someone has built it, they decide the place must be the suitable one in which to abide. To carry to the opposite side of the simile: many an unsuitably built house is better than the in-expert architect can plan. But if house building is our business, we dare not apologetically wail that the task is beyond our skill. Much more than architecturally, we need to be generative organism builders when interesting, happy (supposed to be happy) children are the raw material by use of which our blue print is destined to be transferred into finished architecture.

To get back to the details of the blue print—the essentials—let us take them regardless of any phraseology used in the past. Granted a suitably equipped building, an administrator, teachers and pupils, the next step is the specification of their relative importance.

Which group is most important? The pupil group! ("Who wouldn't know that!") They are the ones to be educated. The school is maintained for

them only! Any Junior High School which begins at any other point is misdirecting its activities,—the cart will be before the horse. It would be interesting to know what exact proportion of the schools build down from the principal or the superintendent, and the remaining proportion which rightly builds up from the children. When a search is being made for ways to make things easy "in the office", the children are usually secondary or lower.

Who would admit that the children are not the important part of the school system? No one. And then the administrator acts in a diametrically opposite way—for, like Little Nell, he runs away and forgets his vow to the children.

It would be ridiculous to assert that no one ever thinks of the welfare of the pupils. It is serious enough, to say that we forget them part of the time. It is good enough to say that some schools try to keep the welfare of the child in mind all of the time. The way is open for improvement all along the line. Without dogmatically saying this or that must be done, and this or that must not be done, a list containing some of the pupils' rights will serve as a temporary criterion to show how far we have overlooked the pupil in some cases and how well we are now serving him in other ways.

(a) Children have a right to be individuals with varying whims, notions, and differences, instead of being automatic puppets which move only when the mechanic pulls the string.

(b) They have a right to develop their individual likes and dislikes; under constraining direction to be shown that their dislikes are seldom real.

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(c) They have a right to self expression (under cognizance of the general good) in classrooms, in the corridors, and on the school grounds.

(d) They have a right to be guided (not driven) into wholesome habits of conduct, into effective processes of study, and into citizen-like habits of living.

(e) They have a right to a sympathetic leader (teacher) whose greatest effort centers upon the solution of their problems and bringing their otherwise purposeless questions to a useful end.

(f) They have a right to be guided through the useful, inspiring and interesting knowledge of common experience by having that carefully selected in the first consideration with the children in mind, and by having that general knowledge deftly woven (this is intentionally directed against drab teaching) into their youthful experiences as the cross threads into a web of cloth.

(g) They have a right to be notified, helped, and over-hauled in their course of progress when they find themselves in foreign environment, without being hindered by those who thrive too well or too poorly.

(h) They have a right to keep fit, well, happy, and clean minded through the correct kind of play and the right type of playmates. (In a *public* school, the child who *persists* in moral infractions in speech and actions, has no more right among the clean good ninety-five percent, than does the thief, murderer, or disturber of the peace to impose his savage vices upon the community.)

What have the eight statements of this bill-of-rights to do with organiza-

tion? If they do not seem to be the vital points, reread them. They are the guiding factors. They are the essentials of the patriotic rights and privileges (as well as duties) of American citizenship.

If they are important, why are they not accentuated to the utmost by every teacher, principal, and superintendent? The answer in many cases is "ORGANIZATION". "Misdirected organization". The plan wrongly begins at the top, and works down toward the child. The principal or superintendent is often found to be too busy manipulating the mechanism to have time to draw aside where he can get the scope of activities, or to decide whether the organization is fulfilling its purpose and paying citizenship dividends.

Too large a percentage of the energies of some of the best educational minds in the United States is occupied with attendance records, phone calls, routine work and reports that could be done by any intelligent fourteen year old child given an hour or two of watchful instruction at the beginning of each year. Another large portion of energy and time is wasted upon boys and girls who have neither inclination, nor incentive, nor training to behave as members of the pupil group; even that, except in the rare case should be handled and settled not by the "office", but by the class teacher. Another hindrance is the fact that teacher-observing is made from the view of what this or that educator says in *his book* (as a minimum the teacher should have known that, anyway) instead of from the viewpoint of the children sitting before the

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teacher in her class. Then, too, unbalanced school systems worry the teachers to death with endless precision of detail (perhaps the teachers there miss a point of organizing those details so that the pupils for whom the school is maintained may get the benefit of a little responsibility for detail themselves) overlooking all the inspiring helpfulness a teacher may have fatigued herself with during the day, to the neglect of a comparatively unimportant report, but which SEEMS at the building office to be the only matter of the day that was of any importance at all.

One good way to make a start at organization is to begin with some specific plan, however inapplicable. Point by point, it can be improved, changed, ignored, accepted as locality may invite. The only important point is that the organizer of the Junior High School shall make his institution serve the pupils of the community by using soil-sense before he plants his crop,—by refusing to imitate or copy anything regardless of its acceptance by able School Pioneers in neighboring cities or states, *unless* it is useful for local good results.

COMMUNITY CIVICS IN THE JUNIOR HIGH

Lota G. Wilson

Community Civics in our Junior High is not the formal teaching of the machinery of government, but aims to lead the pupil to think of himself as a citizen with responsibilities in the present as well as in the future. The course should give him a knowledge of the simpler elements in our social, governmental, and economic structure. This he must have to reach any idea of his place as a member of these groups.

Through a brief study of the family and its work for society, the group of which the pupil will most easily recognize himself a part, the fact that all are interdependent and that all must help to make it possible for the best work to be done by the group, is plainly seen.

In the school he sees that he is a member of a larger group in which he has learned how to work and play with others, that he must obey rules for the good of all, and that the group is less

efficient to the extent that he fails. The quality of his citizenship in the present can be determined by his attitude toward his school.

It is only a step from the school to the city or town community. Here is taught what government does for us and through what agencies it does these things. Local government is not charged with all these duties. The State and the Nation have their part. The pupil should learn that government exists for the benefit of its citizens and will have the power to serve them best only through their cooperation and the performance of their obligations.

The ninth grade boy or girl knows that he receives protection, that taxes are paid and spent, officers elected, laws made and enforced, and many other such facts. To lead the pupil to see how this concerns him and what his responsibilities are now and what they will

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be in the future is the problem.

After the study of the family, the school and the community, we take up industry. No topic better brings out world interdependence, the necessity for co-operation, and that the work of social, governmental and economic institutions can be separated.

Enough of the history of the Industrial Revolution is taught for the student to understand the effects of the introduction of machinery on industry today.

The simpler economic terms can be grasped by the student and surely aid him in a better understanding of the problems he studies as well as adding to his interest in current events.

The workers, transportation and communication, modern business, immigration, and conservation of our natural resources are topics which show the equal importance of the factors of industry. They show that service to the

public is the prime function of all industry, which necessitates the greatest understanding between the laborer and capital to render the best service and at the same time serve themselves best.

The first aim of this course as stated in the beginning, is to lead the pupil to think of himself as a citizen now; in acquiring the information necessary to do this, if the pupil does his part, he will learn how to use books, how to find things for himself, the necessity of seeing both sides of a question, and how to think for himself.

The facts he has learned can be tested, but no one will quite know to what extent the real aims have been accomplished. Surely if the pupil does not show loyalty to his school, a willingness to do his best, and a desire to co-operate with his fellow students, we have not entirely succeeded.

WHY THE JUNIOR HIGH SCHOOL DEAN?

Dora Carlson

"Please, may I go home?" was the first question asked in the office just after the lunch period, by a blushing big boy. Upon making inquiry, we found that the lad had torn his trousers while playing ball so we invited him into the inner office. After painting the bruised knee with iodine, and bandaging it, we sewed up the rent in the trousers so that an afternoon in classes might not be lost by the trip home. But while this little job was being done, we learned that he had no father, that mother did day work to provide funds

for this lad and two younger brothers, that the trousers were new and he felt badly about tearing them and that he liked his school work very much.

Soon after this feat was accomplished we turned about to find a little girl sick and needing our attention for a few minutes while we put her to bed in the rest room.

Then there was a phone call. We were asked to please send a little girl home immediately to care for the baby. In the meantime, a teacher was waiting to ask our co-operation with four boys

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who were not working very well in mathematics and were likely to fail unless they gave more attention to it. We saw two of them in the hall as classes were passing and delayed them for a few minutes.

Then, having a moments breathing space, we stopped to consider just what had been done during the forenoon of this same day. On arrival, everything was made ready for receiving the excuses of those who had been absent the day before. When that was finished a probation officer arrived. He was trying to locate one of our girls who had not returned home the night before. A phone call the previous evening at 10 had explained the case to us so we were ready to deal with it when the girl should arrive that morning (if she arrived). She did not.

Next came a little piece of detective work trying to locate the girl. Having obtained some evidence from friends of the girl, the probation officer went to find her. That he was able to do in about an hour. Another girl had been sent out to wash some of the rouge from her face, the administering of which no doubt had been the cause of her tardiness; she was then sent back to class.

We were now ready to discuss her many absences with the girl who has been one of the chief contributors to our number of absent days. We had placed two substitutes and started them out on their days work. We were now ready to examine the attendance slips that came after the first period and proceed to call by phone, the homes of the absent pupils. The last two hours of the day were devoted to conferences

and after school the last meeting of the year of the Girls, Friendship Club took place.

Should there be a dean in a junior high school? We have asked ourselves this question frequently during the year. Finally in a questionnaire, which was answered by twenty of the building teachers, it was found to be their unanimous opinion that a dean was necessary. Such work as has been described seems to the onlooker, to be much routine work but it brings the dean in very close contact with the boys and girls; usually, with those with whom she needs to be well acquainted. Another way of keeping in touch with the problems of the boys and girls is through the conferences which she holds with the members of the seventh grade and those of the junior ninth grade and students new to the system. Thus she meets the new boys and girls as they enter the junior ninth grade, renews her acquaintances through the conference in the junior ninth grade. Realizing the danger of over-consultation, it has been arranged that there be only one consultation for each child each semester unless some special problem demands more. Thus the seventh and junior ninth semesters are reserved for the dean while the others are used by the vocational teachers and hygiene teachers.

In many cases, visits to the homes of the boys and girls are a great help in solving the problems that arise. Such visits are helpful if they are made at the psychological moment (the time of need) and not simply to be visiting. For this reason, it is difficult to arrange a definite day and better to use such

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time as the special occasion demands.

The social life of the girls of the school also comes directly under the control of the dean. In the junior high school, the social life should be placed in the background but just at this period, there must be some opportunity for the girls to express themselves and to satisfy the social instinct. The club for all girls of the school is the very best medium. We call it Girls' Friendship Club. Through its general meetings, good school citizenship and a strong community spirit are fostered. Through its smaller semester group meetings, opportunity is given for each girl to express her qualities of friendliness and leadership.

Through all of these activities, the

dean becomes the mother of a large family with many problems. It is just such a relation which she should fulfill for many of the boys and girls who never hear or know kindness except at school. It takes years of experience in one locality before the dean can know what pupils need and can begin to do what needs to be done for 700 to 900 boys and girls. The work done is of such nature that it requires knowledge of school scope, school policy and school vision. With each home room teacher functioning perfectly, with vocational and health consultation fulfilling the fondest hopes, the school dean will yet have a place in co-ordinating and carrying on all the inspirational activities of the junior high school.

PERSONAL AND VOCATIONAL CONFERENCES

Flora Davenport

In Sioux City, as elsewhere, we are seeking to direct the boys and girls in the junior and senior high schools to the proper vocation and a wholesome outlook on life in general. It is evident that this result cannot be attained without a sympathetic understanding of the individual.

By means of experimentation through several semesters, a personal and vocational conference card has been evolved. This serves as a basis for conference for the several teachers and counselors whose work necessitates a deeper knowledge of individual needs.

When a child arrives in the junior high school, he is in an entirely new environment. In the grade school he sat

all day under the tutelage of one teacher; in the junior high school he passes from one teacher to another every hour. In the grade school he progresses from the Preliminary grade to the Senior Sixth with the same classmates, in the junior high he has many new associates. In the grade school his curriculum was limited; in the junior high he has many new subjects. To lessen his bewilderment, we think it wise to let him know he is among friends. This is an opportune time for the dean to meet personally in conference each incoming pupil. The assurance that the faculty and administrators are here to help in each difficult situation serves to allay all fears.

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In the Junior Eighth semester during which the subject "The Next Generation" is presented, conferences have been held by the teacher with the girls in her classes. Miss Hook, who has taught this subject most successfully for several years speaks of the value of her conferences in this fashion:

"The conference affords an opportunity to explain to the girl the story of life, which her mother should tell her but too frequently does not. We find when such information is given her, she does not turn to her girl chum for it. A natural curiosity is satisfied. She is bound to think about these things until she knows; then her mind is free to turn to other subjects."

In the Senior Eighth grade the study of commercial and industrial geography is taken up. The teachers of this subject hold short consultations with their pupils in order to direct their thoughts intelligently toward some definite life work.

During the Junior Ninth grade the dean again meets with the girls and boys to talk over personal problems. Many opportunities for definite service are presented. The conference is retro-active. The good one is able to do returns to bless with added zeal.

The pupils in the Senior Ninth grade talk over with the vocations teacher the choice of course and subjects to be pursued in senior high school. As to the value of these conferences, Miss Werner, vocational counselor, has this to say:

"The ninth grade pupil, ready to enter the senior high school, has a real problem confronting him. What course shall he take in high school? The an-

swer comes back, "That depends on the vocation he wishes to follow."

General problems can be discussed in the vocational classes. General conclusions may be reached. Splendid ideals and aims may be set up for the class as a whole, but this does not settle the individual problems. There are as many problems as there are individuals in a class. It may be a wrong outlook on life, a chip on the shoulder that is not even evident to the person who is carrying it. It may be indecision as to what vocation to follow.

A consultation is perhaps unnecessary for all children, but all children should be personally consulted for the sake of those who do need help, for even in the best homes there is a tendency to refuse to answer the child's questions. "Wait till you've finished college," "Plenty of time to decide on a vocation then," are the replies too often given.

The vocational counselor is not a "cure all" but she can solve many a problem in a heart to heart talk with the child. The child responds to one who is interested in him.

The written record of a consultation is valuable if it is made accessible to succeeding teachers. It saves time and leaves the entire consultation period for the truly new difficulties. The counselor needs to guard against a mere cataloguing of facts but should keep always on the alert to inspire and help the pupils entrusted to her care."

Miss Lichty, vocational adviser, tells me this:

"First — More than the class work, the conference affords the teacher an opportunity to stress the desirability

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of the student choosing a life work, for the achievement of which high school and college courses shall be chosen. In other words a purpose is established for getting an education.

Second — It affords an opportunity to help the pupils of ordinary ability to understand the importance of becoming a skilled tradesman rather than drifting into common labor.

Third — The conference may force the pupil to face the fact that he is drifting. It may bring the definite statement of a desire to follow a certain line of work, this desire never having been actually voiced before and hence only a vague wish. This vague desire may be chrystallized into a compelling motive.

Fourth — The knowledge that the vocational card is passed on to high school tends to establish a comfortable confidence that a personal interest will be taken in the student there and that he may seek advice.

Fifth — The immediate result is an understanding on the part of the teacher of difficulties, handicaps or of special abilities possessed by the pupil. On the part of the pupil, a better comprehension of the purpose of the course is created."

Throughout the six semesters of the junior high school each child is privileged to speak to the principal or dean at any time concerning any personal problem. Home visits are numerous, resulting in cooperation and help to the pupil, his family and the school.

Finally, knowledge of interest and value in helping the pupil to maintain physical, mental and moral health is placed upon his personal and vocational card in answer to the printed questions. This card is then sent on to the senior high school that his teachers and advisors may walk in the light of understanding and bring him to a life of usefulness.

EDITORIAL COMMENT

WHY THE CLEARING HOUSE?

L. W. Feik

It has been said that a need, the need known, and the ability to meet the need constitute a call to service for that person who recognizes the need and has the ability to meet it. That there exists a need for a publication dealing exclusively with junior high school interests and that such a need is known to all persons engaged in junior high

school work, whether as teacher, principal, superintendent, or university professor, is unquestioned. The responsibility for meeting this need rests upon each one of us individually. No one person, or group of persons, can make the Clearing House a success, but all of us by contributions in the form of articles dealing with different phases of junior high school work, by a construct-

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ive criticism of ideas and opinion appearing in this or later issues can help fill a gap not yet filled by any other publication.

Elsewhere in these pages you will find a statement by the manager of the first volume of the Clearing House. The former manager shows that the magazine met a real need then. During the two years suspension of this magazine the tremendous growth of the junior high school movement, the numerous inquiries concerning the time for the reappearance of the Clearing House, and the insistent requests that the Clearing House be revived convinced the present members of the Board that a revival of such a publication is imperative.

Here are a few of the many "reasons" justifying the revival of the Clearing House:

New York, Columbia University, Thos. H. Briggs—

The twenty-two people whose names and addresses I enclose indicated a desire to subscribe to the revived Clearing House. I very much hope that you will bring out the magazine again. I promise you not only my own subscription, but a considerable number from my class in the Summer Session.

Minnesota, Minneapolis, L. V. Koos—

I write to have you count me in as a subscriber in the revival of the Junior High Clearing House. Doubtless, by this time, we have an accumulation of Junior High School experiences that will justify your embarking upon the venture again.

Pennsylvania, Johnstown, D. D. McMaster—

I am very glad to hear that you are thinking of re-establishing the JUNIOR HIGH SCHOOL CLEARING HOUSE. It was always a welcome visitor to our building, as it is the only magazine that deals strictly with Junior High School organizations, and is of great value to Junior High School principals.

Michigan, Ann Arbor, J. B. Edmonson—

I am delighted to know that the Junior High Clearing House will be revived. Put my name on the list. I assume that you know that the North Central Committee on Junior High Schools is thoroughly in sympathy with your project.

Illinois, Rockford, E. E. Lewis

I shall be very glad to contribute \$2 to the support of the Junior High School Clearing House. I think it is a very much worth while project and a form of needed exchange.

Washington, Dept. of Interior, Wm. T. Bawden—

I have your letter of April 14, 1923, and trust you will be successful in your efforts to renew the publication of the "Junior High Clearing House." There is a great work to be done in this field, and by co-ordinating the efforts of many workers, you can help things along tremendously.

WHAT WILL THE CLEARING HOUSE CONTAIN?

It will contain:

1. Articles dealing with junior high school problems in general and in particular.
2. A feature of the magazine will be a department dealing with extra-

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curricular activities. The junior high school pupil is immensely and intensely interested in life. If we do not create some activity other than routine school work for him as an outlet for his surplus enthusiasm and energy he may create a problem for us. A department showing how Junior High Schools supply such wants must be interesting and instructive.

3. Another department will contain the latest news notes concerning junior high schools and persons engaged in junior high school work or work intimately connected therewith.

4. A correspondence department will present letters of comment bearing upon articles previously printed in the Clearing House and upon junior high school work in general. It will also offer letters requesting the presentation in the Clearing House of opinions concerning any mooted junior high school question.

5. The Clearing House will endeavor to present a review of every book dealing with the junior high school whether the book be a text book for class room work or a general discussion of junior high school aims and purposes.

6. Brief statements concerning the persons contributing to the current number of the magazine will be made.

7. Editorial opinions upon vital junior high school matters which, it is hoped, may elicit thought and comment will be presented in each number of the Clearing House.

HOW YOU CAN HELP

The Junior High School Clearing House can not accomplish the greatest

possible amount of good unless you do your part toward making it a worth while production. You have ideas concerning junior high school work. Perhaps you imagine them to be worth very little. No matter, write down your thoughts. Send them in. They may be just the ones to help solve some school difficulties. Tell us what your extra-curricular activities are; how they function in school, community and home life. Send us notes and clippings of interest concerning junior high schools and persons engaged in junior high school work. Should you be especially interested in any book dealing with the junior high school, review that book for us. Do you have unsolved problems in your school? Write us about them. Some one who has had the same problems may read your letter and offer suggestions for their solution.

If you are vitally interested in the junior high school work you will find many ways in which you may help us produce a better magazine.

MORAL AND RELIGIOUS INSTRUCTION

The junior high age of a child is also the age when moral and religious ideas are to a greater or less degree accepted or rejected. We have far too many examples of young people who have rejected these ideas. Judges, educators, and others engaged in work which brings them in close contact with boys and girls are sounding a note of warning. This warning is not only for the young but also for the grown-ups. A reckless world must be convinced of the necessity of self-restraint. More

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and more are we hearing that a development of the religious instinct of the child will go a long way toward the solution of many of our boy or girl problems. Judge Ricks, president of the National Probation association and judge of the juvenile court in Richmond, Virginia, said in a talk before the annual conference in the National Association of Juvenile Court Judges and Probation Officers: "Have a child surrounded by religious influences and in most cases the child is decent. In my court last year 80 percent of the boys picked up on the more serious charges were not affiliated with Sunday school, church or religion."

Here is a problem worthy of the attention of every person and is especially close to persons working in our junior high schools. Let's hear what you think of this matter, or if you are now doing work in junior highs to meet this vital need of our young people pass on to us your methods. They are sure to be interesting and beneficial to all of us.

TRADE COURSES FOR HAND-MINDED

The junior high school has been referred to by a school man as the great "combing house" of the school system. Practically every pupil in our elementary schools will eventually be passed on to the junior high school. Will every junior high pupil eventually be passed on to the senior high school? A large number of them by reason of their mental ability or lack of ability can never make that grade. What are we doing for that class of pupils? It is not fair to them for us to drop them and forget that they were once members of our student body. Every pupil be he hand-minded or intellectually superior, must have a chance to develop his innate powers to the greatest possible degree. This may mean trade courses for many junior high school pupils.

Let us know how *you* are meeting the situation. Are you offering trade courses? Do you place the hand-minded in separate classes and offer them a course which differs from the regular school curriculum? Tell us what you are doing, or what ideas you have, concerning this important phase of junior high school work.

A JUNIOR HIGH PAPER

D. A. Hayworth

A school paper for the junior high is a splendid medium to develop school spirit, to acquaint the parent with the work of the school, and to give the child an opportunity to express himself in written English or in illustrations.

In East Junior High, we are attempting to have a paper which meets the needs of the junior high boy or girl and

which is materially different from the regular senior high paper. We develop our paper by classes. We have a contest between classes for subscriptions at the beginning of the semester. The class having the most subscriptions gets to make the first issue. The class ranking second edits the second issue. This semester the Sr. 9th grade had

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the second edition; the Sr. 7th, the the highest rank and were given the privilege of issuing the first and last third issue; the Sr. 8th, the fourth; the Jr. 9th, the fifth; the Jr. 8th, the sixth of the series. This gives a total of seven publications each semester. Prizes were, also, given to the classes which had 100 percent subscriptions.

Our idea is to have each class develop its own issue rather than have a regular staff for the semester. We have a staff of five faculty advisors. Two teachers are given a period each day to devote to the school paper. They take care of subscriptions, the gleaning of the material, the correcting of the articles, and the arrangement of the departments in the paper. A page is devoted to the class officers and editorials, one to two pages to school life and school news, one page to athletics, one page to jokes, and two or three pages to poems, essays, and stories. The literary department is open to the entire school. We encourage a great number of contributions all of which must be original. Each class has a

reporter for school news. We expect, during a semester, to give the majority of our boys and girls an opportunity to express themselves in some way in the school paper. The art side is expressed by linoleum cuts. These change each issue for the different departments of the schools are included. The patriotic work which the class is studying through the semester.

The school paper is developed largely in the English classes, but all departments of the school are included. The paper is printed by the boys of the printing classes under the direction of the printing instructor. There are no advertisements in our paper. The students finance the entire cost.

We call our paper the *Booster* because it is a medium to boost the school and its activities among the pupils, and also to acquaint the parents with our school life. We feel that the school paper is very essential to maintain the school spirit of the junior high school. Its popularity tends to justify its publication.

NINTH GRADE EXPRESSION

Grace Smith

The making of a hand-made annual or year-book is a problem of my ninth grade classes, covering a period of twenty weeks.

The book problem is discussed and a list of pages desired are planned by each pupil. Next, an alphabet is made to be used throughout the book. Color harmonies are studied and a color scheme is selected by the individual.

Five pages are required, each covering two or three lessons. Book plates are studied and a simple design is made and painted. Out-of-door drawings are sketched of the building in either angular or parallel perspective. These are finished in poster, paint or India ink. Spacing and arrangement is discussed and a well-lettered title page is made. A calendar given to school af-

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fairs is worked out in drawings, lettering or script. The motto page is the most elaborate page of the annual, as a border design is worked out about the lettered motto. We try to have this page beautiful in color and design.

The other ten or twelve pages are according to the desires of the pupils. They are a wide range, as: Teachers (signatures), My class (signatures), Studies, The Booster (school paper), Athletics, Games, Our teams, Yells, Officers, Class Play, Orchestra, Glee Clubs, Programs, B-A Party, Entertainments, Office Ink, Boy Scouts, Jr. Hi-Y, Girl Scouts, My Hobby, Sports, Styles, Autographs, Hikes, Monograms, Snapshots, etc.

Often a small figure, as a Boy Scout, a Girl Scout, a colonial man and woman, a knight and lady, a clown or a

stick figure, is drawn on the pages with appropriate action. Other drawings are made on the pages according to the ability of the pupil.

The book-covers are made with hinged joints, and the books are sewed in Japanese binding with silk of the school colors. A well-designed monogram is placed on the cover.

After the completion of the year-book, the pupil fills in the pages as he sees fit.

The problem from a drawing standpoint includes lettering, color, design, perspective, figure drawing, color, and book construction. On the whole, I have found it a worth while piece of work with a live appeal and interest to both boys and girls.

NEWS AND NOTES

(Note: An Explanation. Since the first number of the Clearing House is put out hurriedly the news and notes department is brief. In future issues the department will be expanded to its proper proportion.)

A splendid article on "Moral and religious instruction in the public schools" may be found in the May, 1923, number of American Educational Digest. The following paragraph is taken from the article:

"While it is clear that as yet no satisfactory and complete form has been worked out to provide religious instruction for public school pupils, it is equally clear that the educators of America

are confronted by a task worthy of Hercules. Many are already groping for the light and all are seeing today as never before that moral and religious instruction are matters of concern for all the forces of community and not merely local problems the school executive must solve unaided. The public is clearly making insistent demand for a higher type of moral and religious instruction. Nothing short of the statesmanlike skill of forward-looking leaders can meet and guide this demand to secure the highest results in a great democracy which recognizes the fundamental principle of the separation of church and state."

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"Knowledge is power, but not virtue. It may be the servant of good, but it may also be the servant of evil."
Seymour.

"Educative Discipline" - a mighty fine article by Henry Amand Geisert, Cripple Creek, Colorado, in April, 1923, Education. In this same issue may be found an excellent article: "The Juvenile Delinquent" - by Helen M. Carey, Worcester, Mass. Both of these articles should be of interest and help to all junior high school teachers.

Trenton, New Jersey, is preparing to build two more junior high schools. One of them will be on a lot consisting

of seven acres, and will accomodate over 1500 pupils. The other to be placed on an arce lot is planned for 1750 pupils. With as much space as this and with the equipment planned for the schools Trenton will be in a position to do wonderful junior high school work.

What is the Test of a Good School?

School Topics quotes Frank P. Whitney as answering the question as follows: "In a good school the children are busy, *interested*, happy, and successful. There is no feeling of failure in the air, no compulsion, no depression, no gloom."

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STATEMENT BY MANAGER OF CLEARING HOUSE I

S. O. Rorem

When we launch our second attempt to furnish to school folk of the United States information about Junior High Schools, we expect everyone who joins the *Clearing House* to wonder what the second series will be like. If Patrick Henry was right in his famous speech, we can not "judge the future but by the past." To that purpose there is given at the close of this statement a summary of the eight bulletins of 1920-21.

Despite all efforts to establish the fact that the Clearing House is a series of bulletins (not a periodical) the mail has brought several times each week for the two inactive years past, inquiries, subscriptions, checks, circulars which led us to wonder whether the series should be revived. While our Superintendent of Schools was at the Cleveland meeting of Superintendents, enough queries were put to him: "What has become of the Junior High Clearing House Sioux City put out two years ago?" to lead him to suggest its re-establishment.

Before we started Series I, we designated as those who should constitute the Clearing House:

**"ONE HUNDRED PERCENT OF
FACULTIES OF JUNIOR HIGH
SCHOOLS;**

EVERY SCHOOL PRINCIPAL;

EVERY CITY AND COUNTY SUPERINTENDENT OF SCHOOLS;

**EVERYONE SHOULD WELCOME
THE PROJECT IN THE INTEREST**

**OF PUPILS, WHO ARE NOW IN
SCHOOLS ANYWHERE, OF THE
7TH, 8TH AND 9TH GRADES."**

The Clearing House is not in competition with anything in the educational field; rather, it is in co-operation with everything.

It is not in conflict with any part of educational research, study or publication.

It is simply an attempt to centralize intensively for one more year all known experience and thought concerning the training of children in the "intermediate" or "junior high" schools.

It purposes to distribute the benefits of every junior high summary, investigation, or questionnaire which has been of use to any school or any individual in any way—so that every other school workman may get the benefit.

Its Policy and Field.

All interested individuals have right to service and representation. A few pages of each issue may profitably be devoted to publication of questionnaires, with the recommendation that all questionnaires concerning these schools be discontinued temporarily except through clearing house pages. It is probable that members will desire making out blanks of information regularly for such an altruistic project as this, in preference to sending them-if made at all-to every inquirer who may have an interesting question.

While no definite specifications can

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be made in advance, the content depends upon the total of membership and their co-operation.

SOME FEATURES OF THE SERIES I. WERE:

Special articles by school men of prominence.

General articles upon course of study.

Specific notes and communications.

Special departments for separate subjects.

Points of school administration.

Co-operation with senior high school and grades.

Extra-activities of the schools.

Vocational work in the 7th, 8th and 9th grades.

Summaries of questions and suggestions.

Junior high bibliography.

Complete directory of intermediate

or junior high schools of the United States.

Review of magazine articles of uncommon interest to Junior High school people.

Citation of references and quotations from noteworthy articles and books.

While the Junior High Clearing House of 1920-21 was a private undertaking of which the writer was editor, manager and philanthropist, it had an unexpected appreciation and success. Under the present board of local school officers it should be several multiples better than before. It is in great faith that we present the new Series with the same spirit and with the same purpose as in the former series; that is, to receive from everywhere the good suggestions and information we need and to send on to everyone who wishes it, the best that we have found.

